

ON-SITE MONITORING REPORT

Supplemental Educational Services

SYLVAN LEARNING CENTER OF LAFAYETTE
2009-2010 Program Year



Indiana Department of Education
S U P P O R T I N G S T U D E N T S U C C E S S



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Indiana 47406

**On-Site Monitoring Report at a Glance
For
Sylvan Learning Center of Lafayette**

| DOCUMENT ANALYSIS | | OBSERVATION | | COMPLIANCE (*Probation Monitoring) | |
|--|---------------------------|---|--------------------------------|---------------------------------------|---------------------------|
| Tutor Qualifications | Monitored in 2008-2009 | Lesson matches original description | 3 (Meeting Standard) | Criminal Background Checks | *In compliance |
| Recruiting Materials | Monitored in 2008-2009 | Instruction is clear | 3 (Meeting Standard) | Health/safety laws & regulations | Monitored in 2008-2009 |
| Academic Program | Monitored in 2008-2009 | Time on task is appropriate | 3 (Meeting Standard) | Financial viability | Monitored in 2008-2009 |
| Progress Reporting | Monitored in 2008-2009 | Instructor is appropriately knowledgeable | 3 (Meeting Standard) | | |
| Assessment and Individual Program Design | Monitored in 2008-2009 | Student/tutor ratio: <u>2:1</u> | 3 (Meeting Standard) | | |

(As per the on-site monitoring rubric instructions, while monitoring/observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since Sylvan Learning Center of Lafayette's document and compliance analysis was completed during the 2008-2009 school year, only a limited compliance review and an observation was completed for the 2009-2010 school year).

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Sylvan of Lafayette
SITE: Sylvan Learning Center
TUTOR'S INITIALS (ALL TUTORS OBSERVED): CC, EH, CL
NUMBER OF LESSONS OBSERVED: 3

DATE: 3/22/2010
REVIEWER(S): J.C.
TIME OF OBSERVATION: 4:00-5:00

During the site visit, IDOE contractors visited one or more tutoring sessions to observe the lessons that were provided. IDOE contractors looked to see that actual tutoring matched the lesson plan descriptions that were provided in the requested documents, as well as those that were provided in the original provider application; that tutors and students were spending an appropriate amount of time on task; that instruction was clear and understandable; that tutors seemed knowledgeable about the lesson content, and that the student/tutor ratio was in line with the provider's application.

Each provider received a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component will be placed on probation.

| OBSERVATION Components | | | | |
|--|------------------------|------------------------------|--------------------------|----------------------------|
| COMPONENT | Site Visitor Rating | | | |
| | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard |
| 1. Lesson matches original description in provider application | | | 3 | |
| <p>Reviewer Comments:</p> <p>Lessons were organized and well planned. As stated in the provider's application, lessons were highly structured and systematic. Also, as per the provider's application, tutors explored math and reading concepts with tools such as unifix cubes, worksheets, and books. Tutors worked one-on-one intensively with each student. The lessons aligned with state standards related to Decoding and Word Recognition, and distinguishing main ideas.</p> | | | | |

OBSERVATION Components

| COMPONENT | Site Visitor Rating | | | |
|---|------------------------|------------------------------|--------------------------|----------------------------|
| | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard |
| 2. Instruction is clear | | | 3 | |
| <p>Reviewer Comments:</p> <p>Instruction was clear throughout the observed sessions. Tutors sometimes read instructions verbatim from lesson plans or worksheets. Tutors also utilized correction methods designed to give students a chance to correct their own mistakes, rather than providing the answers to the students. Tutors used a variety of methods to introduce or review difficult concepts. For instance, in reviewing compound words, one tutor visually demonstrated how two words could be combined to form one. The tutor then had the student listen and identify the last component in a series of compound words. Before each concept was introduced, the tutors explained what the concept was. After the lesson, the tutors explicitly stated again which concepts the student had covered (for instance, "Today, we worked on distinguishing reality from fantasy").</p> | | | | |
| COMPONENT | Site Visitor Rating | | Site Visitor Rating | |
| | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard |
| 3. Time on task is appropriate | | | 3 | |
| <p>Reviewer Comments:</p> <p>Students were appropriately engaged most of the time during the observed sessions. On occasion, the small group setting proved to be a distraction for students who were working with the same tutor, but on unrelated materials. For example, one student would be working with a tutor on math problems, and would be interrupted by another student asking what a word meant. In general, however, tutors managed students skillfully. For example, a tutor would give a student a few pages to read, while working individually with another student on comprehension questions. Most students seemed enthusiastic about the different activities and games they were asked to complete by their tutors.</p> | | | | |

| OBSERVATION Components | | | | |
|--|------------------------|------------------------------|--------------------------|----------------------------|
| COMPONENT | Site Visitor Rating | | | |
| | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard |
| 4. Tutor is appropriately knowledgeable | | | 3 | |
| <p>Reviewer Comments:</p> <p>All the tutors seemed knowledgeable about the material presented and about effective tutoring strategies and techniques. Tutors were very encouraging of all students and rewarded them with verbal praise, as well as tokens that could be redeemed for prizes at the Sylvan Store. The tutors moved the students through several activities designed to review previous material, to learn new concepts, to practice new concepts, and to demonstrate mastery. For instance, one tutor reviewed long "E" sounds with a student, read through lists of words with the long "E" sound, and had the student do a worksheet distinguishing long "E" words from other words.</p> | | | | |
| COMPONENT | Site Visitor Rating | | | |
| | 1 Below Standard | 2 Approaching Standard | 3 Meeting Standard | 4 Exceeding Standard |
| 5. Student /tutor ratio: 2:1 | | | 3 | N/A |
| <p>Reviewer Comments:</p> <p>Students were observed working in small groups which was consistent with the provider's application.</p> | | | | |

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Sylvan of Lafayette
REVIEWER(S): ST

Providers are required to submit documentation for each component. The site director or another authorized representative for the provider is required to submit documentation to the IDOE within seven (7) calendar days from when they receive a written request from IDOE. **Failure to submit evidence could result in removal from the approved provider list.** Providers are given a Compliance or Non-compliance rating for each component.

If a provider receives a Non-Compliance rating on criminal background checks or financial viability, the provider will be placed on probation.

COMPLIANCE Components

| Component | Required Documentation | Documentation Submitted | Compliance | Non-Compliance |
|-------------------------|--|---|----------------------|----------------|
| Criminal history checks | <u>ALL</u> of the following: -Expanded criminal history checks from an appropriate source for every tutor and any other employees <u>working directly with SES children</u> . -Sex offender registry checks for every tutor and any other employees <u>working directly with SES children</u> . | - Expanded criminal background checks - Sex offender registry checks | In compliance | |
| Additional Comments: | | | | |